R E P O R T R E S U M E S

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CURRICULUM GUIDE FOR TRAINABLE RETARDED CHILDREN.
WEBSTER COUNTY SUPT. OF SCHOOLS OFFICE, IOWA

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ELIGIBILITY FOR ADMISSION, ADMINISTRATIVE PRACTICES, AND EDUCATIONAL OBJECTIVES ARE DISCUSSED. CHARACTERISTICS OF THESE TRAINABLE MENTALLY RETARDED CHILDREN ARE DESCRIBED, AND DAILY SCHEDULES FOR YOUNGER AND OLDER GROUPS ARE LISTED. TEACHING SUGGESTIONS ARE PRESENTED FOR SOCIAL ADJUSTMENT (INCLUDING SELF-CARE), ECONOMIC USEFULNESS, ACADEMIC ACHIEVEMENT, LANGUAGE, WRITING, READING, ARITHMETIC, SCIENCE, MUSIC, AND PHYSICAL TRAINING. A FEW BROAD OBJECTIVES ARE MENTIONED, BUT MOST OF THESE AREAS CONTAIN LISTS OF SPECIFIC TASKS TO BE ACCOMPLISHED. SOCIAL ADJUSTMENT EMPHASIZES CLASS PARTICIPATION BY SHARING OR TAKING TURNS, ACCEPTING RESPONSIBILITY, SELF-CARE IN DRESSING AND UNDRESSING, HYGIENE, AND HEALTH. ECONOMIC USEFULNESS REFERS TO THE DEGREE OF LIABILITY TO THE FAMILY OR SOCIETY, NOT TO MONEY OR INCOME. THE CHILDREN LEARN TASKS RELATED TO COOKING, CLEANING, AND OTHER HOME ACTIVITIES. ACADEMIC ACHIEVEMENT EMPHASIZES LANGUAGE DEVELOPMENT THROUGH SPEECH DRILLS, WRITING, READING, STORY PERIODS, ROLL CALL ACTIVITIES, LISTENING SKILLS, UNISON SPEAKING, SPELLING, AND READING PICTURES. ARITHMETIC CONCEPTS COVER AMOUNT, SIMPLE COUNTING, SHAPE OF NUMBERS, RELATING COUNTING TO QUANTITY CONCEPT, ASSOCIATING A NUMBER SYMBOL WITH AN AMOUNT, WRITING NUMBERS, NUMBER SEQUENCE, ADDITION AND SUBTRACTION, SIZE, TIME, CALENDAR, TEMPERATURE, MEASURES, MONEY, AGES, AND TELEPHONE USAGE. SCIENCE ASPECTS INCLUDE ANIMALS, PLANTS, AND WEATHER. PHYSICAL TRAINING WITH AND WITHOUT EQUIPMENT INCLUDES DEVELOPMENT OF LARGE AND SMALL MUSCLES. MUSIC APPRECIATION COVERS TYPES OF SONGS, USE OF SONGS, RHYTHMS, RHYTHM INSTRUMENTS, KEEPING TIME, AND LISTENING APPRECIATION. (RS)

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CURRICULUM

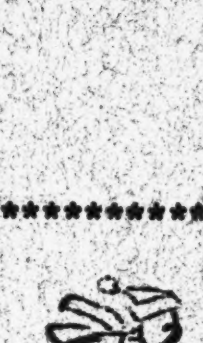
GUIDE

FOR

TRAINABLE

RETARDED

CHILDREN



WEBSTER COUNTY
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CURRICULUM GUIDE

for the

TRAINABLE

MENTALLY RETARDED

1967

Compiled

by the

Division of Special Education

County Superintendent of Schools' Office

Webster County, Iowa

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WEBSTER COUNTY SPECIAL EDUCATION PROGRAM

For The

TRAINABLE MENTALLY RETARDED

INTRODUCTION

The Webster County Board of Education has established classroom facilities and personnel to provide for the education of the trainable mentally retarded of Webster County.

DEFINITION

The trainable mentally retarded as defined by regulations of the Iowa State Division of Special Education, are individuals who are moderate to severely retarded, having intelligence quotients in the range 31 to 50+, developing mentally at approximately one-third to one-half the rate of an average child and are generally dependent on others for many decisions.

We envision this program to be a part of a total community program. The first phase of the community program for the trainable mentally retarded is the Webster County Association for Retarded Children's Nursery School. Then as the children become age six and meet our requirements they are admitted to the Webster County Board of Education's school for trainable mentally retarded children where they can continue until their late teens. Following this program we recommend the trainable mentally retarded for trial in the local sheltered workshop. With such provision and agency cooperation we feel an adequate total life program can be realized here in Webster County.

ADMISSION

The Webster County Program for the trainable mentally retarded is designed for those from six years of age through 18 to 21, who are toilet trained and can keep themselves reasonably clean without constant adult help, whose health is such that it neither endangers the health of others nor is endangered by school attendance, who are not in regular physical conflict with others, and who are able to communicate their needs. Before admission each child must be evaluated and recommended by a qualified school psychologist. It is necessary that each accepted child, prior to class placement, must take the physical examination prescribed by the Division of Special Education of the Department of Public Instruction of the State of Iowa and administered by a licensed physician. The completed and signed physician's report must be on file in the office of the Webster County Director of Special Education. The parents are asked to approve the photographing of their child in the school environment. The school reserves the right to refuse admission or to exclude from the school program those who no longer meet its requirements and who are not able to profit from its program.

OBJECTIVES

The objectives of this program are many. The primary objective is to train these individuals so that they may function outside the environs of an institution for the mentally retarded. Since we do not expect them to function independently, but rather under the guidance of a parent or guardian, our secondary goals must differ considerably from those goals for an edu-

cable program. The secondary goals for the trainable are thus (1) social adjustment, (2) self-care, (3) economic usefulness in the home or sheltered environment, and (4) achievement academic and otherwise.

This guide is not intended to be followed exactly or in order. As much of the teaching of our own children is carried out at odd moments and when opportunity arises, so must the training of our severely retarded be done. The time for teaching a lesson on cooperation is when the situation arises. Perhaps the time for a lesson on care of pets is when one is mentioned or maybe brought to school. The time for a lesson on using a fork is when one is being used. This means the curriculum must be extremely flexible and the teacher must be one who can adapt her teaching to this method. A good teacher should be able to walk into a room for trainables and teach with no set, written curriculum - and keep this up for weeks! For what this teacher is attempting to teach is how to live, and as yet this subject hasn't been reduced to a rigid order in black and white!

ADMINISTRATION

The Director of Special Education, working under the Superintendent, shall directly supervise the instructional program which shall include:

1. Organization of the curriculum
2. Approval of daily schedule
3. Placement of children in a class
4. Coordination of professional service of nurses, speech therapists, social workers, psychologist, etc.

5. Location and recommendation of teachers

6. In-service training of teachers

7. Coordination of transportation

8. Completion of year-end special education reports

9. Maintenance of a complete file on the children enrolled.

The securing and maintenance of the plant, transportation, financing, insurance and lunch programs shall be the direct responsibility of the Superintendent.

The total program shall comply with the standards established by the Division of Special Education of the Department of Public Instruction of the State of Iowa.

SCHOOL INSURANCE

All children enrolling at the Webster County School for trainable mentally retarded children will be insured by the school insurance program each school year. The cost of the insurance is paid by the County School Board.

SCHOOL HOT LUNCH PROGRAM

A school lunch program will be provided by the school at a nominal fee per child. All enrolled children are to participate in the program. The cost will be quoted to the parents prior to each school year.

TRANSPORTATION

Transportation for those children living in the Fort Dodge city limits will be provided by the Webster County Board of Education. Those

living outside the city limits of Fort Dodge should make arrangements with their local school board for the transportation of their child to the school. The parents will be notified of pick-up and return times prior to each school year.

PARENT-TEACHERS-ASSOCIATION

A program of parent-teacher meetings will be encouraged to promote the common interest of the school and engender wholesome relationships and effective communication between the parents and the professional staff. The responsibility for these meetings will be shared by parents and professional staff.

FINANCING

The Webster County Board of Education is responsible for the financing of the classroom program for the trainable mentally retarded. Contributions from various individuals and organizations are encouraged.

STATEMENT OF POLITY

The school for trainable mentally retarded children was organized and is being operated by the Webster County Board of Education on the premise that all children should be given equal opportunity to develop whatever talents they might have to the greatest possible extent regardless of their race, color, creed or basic ability.

DAILY SCHEDULE - ROSEDALE

Mrs. Balm (Younger Group)

9:30 a.m.	Arrival
9:30-10:00 a.m.	Free play. Care of wraps
10:00-10:30 a.m.	Language Development
10:30-10:40 a.m.	Restroom and drinks
10:40-11:00 a.m.	Creative expression
11:00-11:20 a.m.	(Story-time, Bowling or Bean bags)
11:20-11:30 a.m.	Wash hands for lunch
11:30-12:00 a.m.	Lunch
12:00-1:30 p.m.	Play and rest
1:30-2:15 p.m.	Motor Development Sensory Development
2:15 p.m.	Clean up. Prepare for going home
2:30 p.m.	Departure

DAILY SCHEDULE - ROSEDALE

Mrs. MacMahon (Older Group)

9:30 a.m.	Arrive - Hang up clothes
9:45 a.m.	Raise flag and pledge to flag
9:50 a.m.	Creative writing
10:10 a.m.	Story telling and Discussion
10:30 a.m.	Arithmetic
11:00 a.m.	Wash hands before starting lunch preparation
11:15 a.m.	Prepare lunch, set tables, etc.
11:35 a.m.	Lunch
12:00 Noon	Clean up both rooms, wash dishes, etc.
12:45 p.m.	Play period (outdoors if weather permits)
1:30 p.m.	Arts and Crafts
2:15 p.m.	Music
2:25 p.m.	Prepare for home
2:30 p.m.	Depart

TRAINABLE MENTALLY HANDICAPPED CHILDREN

Trainable mentally handicapped children are those who develop at such a slow rate that they are unable to profit from the program of instruction for the educable mentally handicapped, but do have potentialities for: (1) developing the abilities to adjust acceptably to the home and neighborhood, (2) improving in their ability to care for themselves in many respects, and (3) contributing to their own economic usefulness in the school, in the home, and in a residential school or in a sheltered environment. Such children may be described as follows:

1. Many of these children have physical characteristics that accompany their specific type of mental retardation such as mongolism, microcephalism, and hydrocephalism.
2. Their mental development is approximately one-third to one-half that of an average child.
3. Their speech and language abilities are distinctly limited but they are able to make their wants known.
4. They are generally not capable of learning academic skills such as reading and arithmetic beyond the rote learning of some words or simple numbers.
5. They are capable of learning to get along in the family and in the immediate neighborhood by learning to share, to respect property rights, and in general to cooperate with their families and neighbors although they cannot be expected to become self-sufficient in making major decisions.

6. They are capable of learning self care in personal routines, good health habits, safety, and in other necessary skills which will make them more independent of their parents.
7. They are capable of learning to assist in chores around the house and/or in doing a routine task for some remuneration in a sheltered environment.
8. They will require care, supervision, and economic support throughout their lives.
9. They usually have many problems by the time we see them in school.

SOCIAL ADJUSTMENT

While we will make an attempt to divide a few of the curriculum suggestions into social adjustment, self-care and economic usefulness, we wish to make the point that in actual application of the guide, it is essentially impossible to separate one from the other. In the art of eating, if we may use this as an example, it may be that the mere conveying of the food from the plate to the mouth is of economic usefulness to the family, of prime importance to the individual as a mechanism of self-help, and as a good expression of social adjustment if done within the limits of "good manners".

With this indivisibility in mind, we will try to list some points to be covered under social adjustment.

One broad objective would be participation. Participation might be sharing, taking turns, cooperating and/or appreciating.

Another broad area might be accepting responsibility in such manner as recognizing limits, following directions, respecting property, making choices, and developing work habits.

Some of the more specific tasks are those listed below. These are samples only and do not comprise a complete list. The teacher should add to them as the opportunity offers a chance to teach a lesson.

Shaking hands with each other and with visitors.

Learning to say, "How do you do," and introduce strangers.

Teacher explaining to the boys that gentlemen don't wear hats in the house, that boys should let girls go first, that a boy should be gentlemanly (such as carry a chair for her).

Learning to take a bow when applauded for a performance.

Teacher explaining that we don't kiss people, we greet them by shaking hands and saying hello.

General discussions about what is the nice or polite thing to do.

Learning how to line up, wait in line.

Learning to be quiet so the children in another part of the room can hear a lesson.

Learning how to move over to make room for another person to sit.

Learning not to sit in front of someone so they can't see, not to walk in front of people, or pass something directly in front of them.

Learning not to crowd in front in a line or in a group.

Saying you are sorry when you did something you shouldn't have done.

Teacher explaining that we don't laugh when someone gets hurt.

Learning to wait until everyone is ready before beginning an activity. Teacher explaining that sometimes we have to wait and watch while somebody else gets something done or while we are waiting our turn.

Learning not to put feet up on chairs.

Learning to say "excuse me," "please," "you're welcome," "thank you," or "no, thank you," or "may I be excused."

Answering "Yes, ma'am," "No, ma'am."

Asking for something politely, not just saying "hey" to someone.

Learning manners for the telephone.

Learning table manners.

Sitting before being served.

Learning how to ask for food to be passed.

Waiting to leave the table until everyone is finished.

Teacher explaining that it is not polite to rush people with their food, that they should be given a chance to finish.

Teacher explaining that something belongs to someone else and it should be left alone.

Teacher using the story of "The Three Bears" to illustrate the idea of not going into other people's houses unless asked.

Teacher explaining that children should sit in their own chairs, not somebody else's.

Teacher might just ask a child if something he is using belongs to him, in a warning way.

Teacher explaining you don't make marks on someone else's paper unless you want them to make marks on yours.

Sharing equipment or materials such as paint brush or jar, pegs for the pegboard, papers, or crayons.

Bringing food, etc., to share with the class.

Teacher mentioning how she likes to share with them, or that they will share something.

Sharing things like swing or wagon at outside play.

Sharing equipment such as the rocking horse or wagon (two or more using it at once).

Letting someone else use something you are not using right now.

Teacher asks a child to borrow something he needs from another child.

Teacher comments about taking turns in some activity or game.

Children or teacher check to see if everyone has had a turn.

In a game, teacher reminds a child to choose someone who hasn't had a turn.

Teacher compliments children on how well they are waiting for their turns.

Teacher tells child it is his turn, someone else's turn, that he's already had his turn, to wait his turn.

Teacher reminds child to listen for his name so he will know when it is his turn.

Teacher asks who wants a turn.

Teacher tells children "One at a time," or "You're first, you're next,", etc.

Teacher explains to the children that in a fire drill they have to wait their turn to go through the outside door.

Teacher reminds children to wait until someone is through before taking a turn, or cautions a child that he is through and let someone else have a turn.

Exhortation by the teacher: Treat people well, be kind to people, love people, be friendly, don't hit, don't kick, don't shove, don't fight at school, don't put hands on others or touch others, don't quarrel, don't tease.

Teacher has boys shake hands after a fight.

Teacher reminds children about "rule" on chart about not fighting.

Teacher tells child to give back something he has taken from somebody else.

Teacher asks child to let another child play with him.

Teacher explains that when we get hungry we sometimes get upset and that if we know this maybe we can keep from losing our temper.

Helping other children.

Helping another child with school work.

Helping another by prompting him.

Showing another how to do something (as toeing a line, throwing a ball).

Inspecting the others to see if faces are clean.

Going as a "buddy" with a less capable child who needs to wash up.

Helping another child sing a song.

Helping another with his job for the day.

Helping prepare food for the class.

Helping calm a hyperactive child by working or playing with him.

Hanging up a coat for a child.

Helping interpret what another child is trying to say.

Tying shoes for another.

Fixing the desk top for another child.

Unscrewing a jar top for another.

Carrying a chair for a child.

Reaching something down from the top of the cupboard

for a shorter child.

Teacher comments that a boy should help his sister at home.

Teacher reminds someone to let someone else help him.

Holding a picture during a lesson.

Picking up something teacher dropped.

Helping move furniture.

Helping clean up.

Helping teacher remember to do something later.

Fixing something another child had left undone.

Helping put a chart up on the wall.

Helping pull the curtains.

Helping the school nurse or janitor.

Standing up front and keeping time during singing.

Passing food, napkins, etc., at nutrition period.

Being hostess or leader for the day.

Going on an errand with another child.

Self-Care or Self-Help

Area involved in the ability to care for one's own needs range from the elementary one connected with the elimination of body wastes to the more sophisticated act of hair styling, etc.

Requirements of this school specify that a child must be toilet trained before entering. There are actions which go along with control of elimination that will probably need to be taught. Buttons may need to be undone, extra tight clothing may create a problem, checks need to be made that the child sits on the seat properly and can use the paper correctly. All these acts may be performed well and still work needs to be done on perhaps such simple tasks as washing or drying the hands.

Other areas in taking care of one's own needs might be such things as dressing and undressing, preparation and consumption of food, grooming, resting, and related acts.

The following, again, are samples of the types of actions involved - to be construed only as a guideline. Additions can and should be made.

Undressing:

Takes off cap or hat.
Places hat in a designated place.
Unfastens belt.
Unbuttons or unzips coat with or without assistance.
Takes off coat.
Hangs coat in designated place.
Takes off boots and leggings.
Places boots and leggings in designated place.

Dressing:

Gets hat or cap.
Puts on hat or cap.
Puts on coat.
Fastens buttons or zipper.
Gets leggings or boots.
Puts on leggings or boots.

Grooming:

Teacher encourages children to come to school clean, describes how they should take baths at home, shine shoes.
Teacher comments on how nice or neat a child looks.
Teacher or child inspects children to see if they are clean, nails clean, teeth brushed, hair combed, etc.
Learn to comb hair, to arrange hair so it won't fall in eyes.
Learn how to shine shoes, how to use a shoe horn, to clean mud off shoes, keep laces tied.
Teacher asks child to go look in the mirror to see where his face needs cleaning.
Wash hands before meals; use of soap, importance of drying hands.
Cover one's mouth with Kleenex or handkerchief when coughing.
- Keep supply of Kleenex in room.
- Demonstrate its use.

Wipe nose when it runs
Care of hair

Eating and Drinking

What to eat
- Food, only.
- Basic foods
  1. Milk
  2. Bread
  3. Vegetables
  4. Fruits
  5. Meat
  6. Water
- Color pictures of basic foods
- Draw pictures of basic foods
- Bring actual raw foods

When to eat
- Meal times
- When especially hungry

Drinking
- Practice holding cup and glass
- Put lower edge of glass within mouth and on lower lip
- Drink without spilling
- Drink without sipping noise

Practice taking small bites of sandwiches
- Hold sandwich together

Practice using spoon
- Correct holding of spoon
- Avoid overloading spoon
- Pass things to mouth without spilling
- Put spoon into mouth
- Use upper lip to scrape food into mouth
- Avoid biting spoon

Practice using fork
- Learn to chew with lips closed

Drink only when food in mouth has been swallowed

Practice using knife
- Correct holding of knife to spread bread
- Practice smoothing out,spread evenly on bread

Correct holding of knife for cutting meat

Practice cutting meat using both knife and fork

Practice using knife to cut bread, etc.

Learn to drink with straw

Practice use of napkin

Practice passing food

Practice other table manners
- Seat self at table when others are seated
- Begin eating when hostess begins
- Keep chair close to table
- Do not speak when food or drink in mouth
- Pass food
- Use "please" in asking for food
- When to use fingers on handling of food while eating
- Use of napkin during meal - at end of the meal
- Wait until all are finished eating before leaving table

Preparing Foods

Begin by having them prepare specific foods going from simple to more difficult as for example:
- Cut or peel orange
- Peel potatoes
- Open can of juice
- Spread bread
- Open can of vegetables and heat

What to do when lost (Ordinarily children will not travel alone so this refers to case where accidentally separated from companion)

Downtown

Ask policeman, postman, bus driver, taxi driver, gasoline station attendant, store clerk

In residential area

Ask at house, store, gasoline station

In country

Go to farm house and ask
Go to nearby gasoline station
Go to highway, wave cars down

In woods

Follow stream
Follow sun
Follow compass directions

Rest

Rest periods during day
Discuss time to go to bed
How long to sleep
Extra rest and sleep when ill

Going to Doctor

When one doesn't feel well
When one has hurt self, cut, burns, etc.
Polio and other shots

Personal room cleaning

Care of room - cleaning and ordering

Furniture
Floors
Bed clothing
Rugs

Use of cleaning equipment

Mops, Brooms, Vacuum cleaner

Riding in automobiles, taxicabs

Opening doors
Sitting in seats - not walking or playing
Use of seat belts
Do not lean against doors or open doors while car is moving
Do not bother driver
Do not hang out windows
Keep head and arms inside

ECONOMIC USEFULNESS

Economic usefulness does not refer to money or income, but rather to the degree of liability to the family or society. There is no dividing line between self-care and economic usefulness. The greater the amount of self-care the more it becomes economic usefulness.

So, under economic usefulness we will list more complicated tasks than under self-care. As we list the more complicated we also list those which only some of the children will be able to do. Thus, the tasks listed here will be more and more individual instruction, and the teacher will attempt to take each student as far along the path as possible. Some of these tasks may seem to be more suitable for EMR, but we must remember that some of the maximum abilities of the TMR will exceed the minimum abilities of the EMR.

Under cooking, children might study foods and assemble a collection of pictures of different foods.

Plan a menu for school

Assist in the simple preparation of food

Allocate jobs - rotate them

Set table

Serve food

Clear table

Wash dishes

Sweep around table

Put dishes away

Talk about more complicated meals

Help at home and report such at school

Cleaning

Dust furniture

Sweep floors - learn use of broom and dustpan

Wash windows

Clean refrigerator

Polish furniture

Wax floors

Child takes over one task at a time at home

Miscellaneous

Teacher uses pictures, filmstrips, stories, etc., to show such things as:

Making beds

Taking care of bedding

Laundering

Ironing

Shining shoes

Caring for yards

Running errands

Sewing

Caring for pets

Caring for plants (some of this at school)

Etc.

ACHIEVEMENT (Academic and Otherwise)

At the risk of redundancy we must once again point out that such divisions as we have placed under achievement cannot be separated from self-care, socialization, or economic usefulness. Everything not placed under the first three categories has been placed in this category.

Language development is of prime importance and very often one very definite handicap for TMRs. Many things enter into the art of communication - listening, watching, imitating sounds, actions and words; the naming of persons, things, and social words; the using and understanding of connected language, and the performing skills of writing and handling numbers.

The following are examples of language development:

Speech drills

Repeating a word or sound to practice it.

Using the mouth or tongue to pronounce a word or sound (teacher demonstrates).

Closing off the nose with fingers to see what happens to the "m" sound.

Holding the throat to feel a sound as it is spoken.

Learning to relax like a rag doll.

Learning to reproduce animal or insect sounds, like bees.

Imitating the "mmm" sound of a top.

Teacher showing pictures and asking what sound the animal in the picture makes, or the motorboat makes, etc.

Using a clicking sound in playing horse or pretending to ride a baby on a swinging foot.

Teacher pointing out how different children's names begin with a certain sound.

Teacher using a reading lesson with alphabet letters as drill in making that sound.

Teacher asking for words beginning with a certain sound.

Teacher encouraging a child to speak out, talk louder, speak more slowly.

Blowing bubbles or blowing into the hand to feel the "wh" sound.

Teacher complimenting a child on speaking or talking slowly.

Teacher correcting a child's use of English.

Teacher explaining how a word has more than one syllable and helping a child say it correctly.

Telling parts of a story or answering questions in a complete sentence.

Repeating sentences after the teacher.

Repeating nursery rhymes, as teacher helps with pronunciation.

Talking over a toy telephone for practice in talking clearly.

Naming things in a picture, etc.

Telling and sharing time

Telling what they had for breakfast or lunch.

Telling what they did to help at home.

Talking about what they are going to do when they get home.

Telling what they saw on television or on the way to school.

Telling what happened at a picnic.

Telling what they have seen at the circus or are going to see.

Talking about what they want for Christmas or what each child is thankful for at Thanksgiving.

Telling what they did at Sunday School.

Giving their own names.

Naming other children in the room.

Telling the names of the members of their families.

Asking questions of the other children who give news.

Describing to the rest of the class how to do something.

Telling what a song is about or talking about the kind of music they like.

Telling about pictures they had drawn or that the teacher holds up.

Naming flannel board objects and talking about them.

Teacher encouraging conversation during a free period (usually reminding children to talk quietly), during lessons such as milk period, during a break when watching television. Teacher asks questions to encourage talking.

Teacher introducing a lesson like art by leading a group discussion on background and by motivating ideas.

Teacher getting the children to talk about how their own personal interests relate to a story the teacher is going to read.

Showing something brought to class, explaining about it.

Sharing food brought to class.

Showing a picture brought to share.

Writing

Writing on papers at their desks, on the chalk board, in notebooks, or in a sample telephone book that the company has prepared for school use.

Practicing making lines or circles in swinging, rhythmic motions; perhaps keeping time to a song.

Writing their own names, either on seatwork or just repeatedly for practice.

Writing numbers, on seatwork or for practice.

Labeling pictures they have drawn or cut out and pasted.

Making signs as words to study or as signs for the room.

Voluntarily practicing writing during free activity period.

Reading

Finding own name card from among all the others.

Holding up hand if own name is recognized as teacher writes the names on the board.

Indicating in some way when own name is recognized on a card the teacher holds up.

Holding up own name card as teacher and class sing that name in the morning song.

Reading names of all the children as teacher holds up each card, pointing to the names on a chart or on the board and reading them all off.

Playing a game where a child passes out the name cards to all the children.

Finding own names on envelopes to put away their work.

Finding own names on towels, books, Christmas packages.

Finding own name; putting it on the work chart by his job for that day.

Writing child's name on his paper and asking him to read it.

Reading the names of all the children to pass out their crayon boxes, books, etc.

Matching name cards.

Matching own name card to name over towel.

Reading, continued

Reviewing reading of written rules that the class has helped set up and teacher has written on a chart.

Reading what they have written on their own seatwork.

Going through a series of word cards in a game to see how many are known.

Reviewing the words from common signs on word cards ("Exit," "Keep Off the Grass," "Wet Paint," etc.).

Learning to read alphabet letters on drill cards, chalk board, or in their names.

Finding an alphabet letter asked for and putting it on the flannel board; when all have had a turn the letters spell a word.

Finding a certain letter on an alphabet chart.

Story Period

Teacher using flannel board characters to help tell a story.

Teacher telling a story with gestures (no book).

Teacher describing a child and making up a story about him.

Teacher telling the story of a song.

Children telling any story they wish.

Child repeating a story in his own words after hearing it.

Teacher asking children what comes next in a story, or asking questions about what has happened.

Each child telling a story about a picture he was given.

Children telling stories as they manipulate cut-outs of farm and story characters.

Teacher reading Bible story, Sunday school story.

Teacher reading a poem to the children.

Children listening to stories on records, may look at accompanying picture book.

Teacher using filmstrip stories, having children tell the story.

Children watching television or movie stories.

Roll Call

Answering "Here".

Giving first and last name.

Getting or pointing to own name card.

Giving news.

Introducing themselves.

Telling who was present or absent, how many were present.

Class singing "Jim is here today" as child stands.

Listening Skills

Teacher telling children to listen carefully.

Teacher reminding children to look as well as listen so they can remember what is happening.

Teacher reminding children to use their ears, but not their mouths, in listening.

Teacher telling children to sit up straight and sit quietly so they can listen.

Teacher telling children to put their work away so they can listen better.

Teacher saying they will wait to start until everyone is listening.

Teacher telling children to listen well so they can answer questions later.

Teacher telling children to watch the leader so they will know what he tells them to do.

Teacher asking child to be quiet and listen when another child is talking so people will listen to him when it is his turn.

Unison Speaking

Saying flag salute together.

Joining in nursery rhymes, finger play rhymes, counting rhymes, or speech rhymes.

Unison Speaking, continued

Saying refrains in story such as the "Gingerbread Boy."

Saying the days of the week together.

Saying the words of a song.

Counting or saying numbers in unison.

Saying words in unison.

Saying a prayer together or grace before eating.

Spelling

Teacher explaining how to spell a word teacher or child is writing.

Teacher asking child to spell his name or some other word.

Using the "See and Spell" game.

Using printing set to make the words.

Reading Pictures

Naming objects in pictures, telling what is happening.

Telling about a picture brought to school to share.

Telling which nursery rhyme goes with a picture.

Answering questions about the pictures in a story book, magazine, scrapbook.

Telling about a series of pictures that were cut out and mounted.

Telling about the pictures on Christmas cards.

Looking at books and magazines in free time.

Telling about the picture in a song book.

Telling what picture was found in a pattern.

Telling about a filmstrip picture.

Telling about the pictures on puzzles, on a matching card game, on seatwork papers.

Identifying children who were in a photograph taken at school.

Finding details on a circus or number or story chart.

Telling the picture story in the "Big Book" or reading chart of a basic series.

Naming the pictures in a readiness book, telling what was happening; answering questions about the pictures.

Underlining the right picture in a series as the teacher names it.

Finding the picture that would answer a question the teacher asks, e.g., "Which one do you ride in?" "Which one do we eat?"

Naming the picture or telling what sound the object in the picture makes.

Drawing something seen in a picture.

Using pictures as visual aids in any type of lesson.

Using a picture of a child crying as the basis for a discussion of what makes us cry, what we can do when someone cries, etc.

Asking questions about a picture another child is showing.

Telling the story in a picture they had made themselves.

ARITHMETIC CONCEPTS

Concepts of amount

Using picture cards with numbers or groups of objects.

Explaining amounts by showing "that many" things.

Introducing one number each day and reviewing the concept of how many things that number involves.

Including in any seatwork, such as coloring, the number of objects studied that day.

Reviewing what they have two of, such as hands, arms, eyes, ears.

Commenting on the number of things in a story.

Simple Counting

Repeating counting rhymes or number songs.

Counting rote, forwards or backwards.

Repeating numbers after the teacher.

Counting as a series of exercises is performed.

Relating Counting to the Idea of "how many."

Counting on fingers.

Holding up the right number of fingers to show "how many".

Setting out one more object each time a number is said or sung.

Telling how many fingers are on one hand or toes on a foot, how many children are absent or present, how many days a child has been absent, how many days in a week, how many children in the room, how many boys or girls.

Counting the goals made in basketball.

Counting cards or objects after a game to see who got the most.

Playing a game in which the teacher puts out a certain number of counting blocks and the child who calls out the correct number first wins.

Counting the rest of the class to see how many papers should be passed or how many lunches will be needed.

Getting or putting away a certain number of objects.

Passing a certain number of cookies to each child.

Tur ning a certain number of pages in a book.

Giving to other children a specified number of bottles.

Putting a certain number of flannel pieces on the flannel board.

Following directions written by the teacher in order to find a certain number of objects in a picture.

Deciding how many noses or ears to put on a face children are drawing or making in craft period.

Shape of Numbers

Telling what numbers are on cards the teacher holds up.

Saying numbers as the teacher points to them,

Reading numbers off a chart.

Putting on or taking off a numbered object from a chart rack or flannel board.

Getting up and doing something if child holds the number called for.

Picking out one number from a row of numbers; numbers are cut-outs or on separate cards.

Telling what new number was made when two numbers were put together on board or flannel board (e.g., 1 and 2 to make 12)

Explaining that numbers have names and telling what each name is.

Associating a Number Symbol with an Amount

Matching domino cards to numbers.

Picking out the correct number to put by a matching group of blocks; may do this on seatwork paper.

Drawing on seatwork the correct number of objects to illustrate a number.

Pasting the correct number of pictures on a page to match a written number.

Writing Numbers

Writing numbers in the air with a finger.

Copying numbers written on board or on their paper.

Counting objects and then writing in the correct number.

Writing numbers as the teacher dictates.

Concept of Sequence

Telling what number comes next; may do either before or after a number.

Putting cut-out numbers or number cards in the correct sequence.

Using "draw-a-dot" papers that form a picture if the correct sequence has been followed.

Addition and Subtraction

Adding to or taking away objects on a flannel board to match a problem set up in numbers.

Telling how many more objects are needed to make a certain number.

Telling how many objects are left when some are taken from a group.

Counting two groups of objects to tell how many there are altogether.

Working out seatwork papers of addition or subtraction problems using counting blocks, peg board, or writing tallies to visualize amounts.

Concept of Size

Telling which objects are big or little.

Showing with a gesture how big something is.

Indicating which number is biggest.

Miscellaneous

Using the terms "first," "second," "third," etc., in lining up the children or in explaining turns.

Explaining "halfway" by comments about being halfway through the week or through some work.

Drilling children in taking the top or bottom objects off a pile.

Explaining what a "pair" is, as shoes, socks, etc.

Commenting about page numbers, showing children how to find a correct page by checking the number.

Using puzzles which involve numbers or quantity.

Using number words in a word-drill lesson.

Clock and Time

Talking about a watch a child is wearing.

Commenting on what time school is out, when the next activity will start.

Talking about what time children should go to bed, what time various things are done at home.

Using clock faces for practice in reading numbers.

Telling what time the hands indicate on the clock when set for different hours or half hours (play clock, alarm clock, wrist watch, pocket watch, wall clock).

Calendar Numbers

Copying the date on seatwork papers.

Finding certain numbers or dates on the calendar for holidays, birthdays, etc.

Keeping individual calendars as seatwork and filling in the date each day.

Finding the day of the week on a commercial calendar and putting the correct number on a chart calendar the teacher has made.

Reviewing the name of the day and date of the day with a calendar as visual aid.

Temperature

Checking thermometer to see if it is warmer indoors or out.

Checking thermometer to see if it has gone up or down.

Checking and setting a thermometer on a stove.

Measuring for Cooking

Using measuring cups or spoons in following a recipe.

Heights and Weights

Using scales to weigh and measure the children; writing down the results on the board; using the written numbers as a check after comparing the heights of two children standing side by side.

Money

Looking at and handling different kinds of money, including paper and silver dollars and
Discussing what certain pieces of money would buy.

Ages

Asking each child how old he is; how old he will be on his next birthday.

Relating a child's age to numbers the class is working with

Telephone

Writing own telephone number.

Dialing an assigned number on a phone. (One class was using a telephone set donated by the phone company in which two phones really ring when dialed.)

Writing in workbooks donated by the telephone company the numbers of others in the room.

SCIENCE

Science as the TMR is involved with it must be very elementary. We might start with pets, since a TMR may well have a pet in his home. The discussion of animals as pets might then run the gamut from enjoyment of pets to the usefulness of animals to man. The care of pets, what they eat, why, what they need to stay healthy, what kind of place to sleep and eat in, the need for keeping their quarters clean, how some of this applies to man himself; all of these subjects are science.

Other simple aspects of science might be:

Animals other than pets - what they eat

Sounds animals make (bring in human language here and compare communication).

Wild animals and birds

Science, continued

Songs about animals and birds

Birdwatching

Insects - the good and the bad

Ants and bees, what we learn from them

Plants, seeds, leaves, trees, etc.

How they grow

Purpose of seeds

Why leaves fall

What a tree is

Natural products of a tree (rubber resin, oranges, nuts, lemons, maple syrup)

How these products affect our lives

Flowers - colors, names, etc.

Value of flowers

Plants we eat

How to raise flowers and vegetables

Stars at night - where they go in the daylight

North star used for direction

Clouds - what they are

Cycle of water

Seasons

Rainbows

Temperatures

Rain and sun

Frost - snow

PHYSICAL TRAINING

Mentally retarded children, as a group, do not have as healthy bodies or as good physical coordination as normal children. Physical training then, is very important for the mentally retarded. Gross muscle activities without using equipment are:

Walking	Marching	Running
Bending	Sliding	Jumping
Hopping	Kicking	Galloping
Tumbling	Skipping	Rolling
	Wrestling	

With equipment are:

Bouncing	Pulling
Throwing	Pushing
Catching	Lifting
Kicking	Carrying

Activities involving smaller muscles are such things as:

Coloring	Building with blocks	Lacing
Painting	Building with sand	Using zippers
Pasting	Cutting	Buttoning and
Clay Modeling	Folding	Unbuttoning
	Sewing	

These exercises, activities, games, etc., whatever title is used for them, are general categories and there are many varied ways to practice them. Many methods will employ gross and smaller muscles simultaneously. Many of these activities may be by-products of other goals, perhaps self-care or economic usefulness. This is good - integrate whenever possible.

MUSIC

Types of Songs

Religious songs, Sunday school songs, spirituals.

Songs from children's song books.

Action songs, to which the children make movements.

Music, continued

Types of songs, continued

Songs about holidays.

Popular songs: commercials, children's shows, etc.

Finger play songs.

Number songs.

Nursery rhyme songs.

Use of Songs

Singing while working.

Singing to each child during roll call; sing answer

Singing about the weather during a lesson on that day's weather.

Playing singing games.

Singing as they dance during a rhythm period.

Singing while doing exercises.

Singing "Happy Birthday" to someone.

Singing a song that goes with a picture in another lesson (as "Little Red Caboose")

Singing with a phonograph story record.

Joining in a song while watching television.

Singing a song that goes with a filmstrip.

Singing a rhythmic song during writing period.

Singing grace b efore a meal.

Practicing group and solo singing for a show or party.

Rhythms

Marching during a flag salute period or in rhythm period.

Skipping to music.

Doing imitative rhythms such as imitating animals, skating, galloping, etc.

Doing folk dancing and singing games such as the "Virginia Reel."

Dancing to a song (as "Shoemaker's Song).

Doing a polka dance with partners.

Practicing ballroom dancing, simple step-slide, waltz. (In one class high-school girls came in and taught the children to do some "bop" dancing.)

Playing a dancing game, where the children have to stop when the music does.

Clapping and Keeping Time

Clapping as they march to music, as they sing a song, as they listen to a record.

Singing a clapping song.

Tapping fingers against each other in time to music.

Tapping their hands on knees in time to music.

Stamping their feet to music.

Using a stick, taking turns beating the time as the rest sing.

Rhythm instruments

Using rhythm sticks to beat time

Using the various instruments with simple tunes.

Using the instruments as they march.

Learning to use the instruments fast or slow with different kinds of music.

Learning to come in at the right place and to stop when the music stops.

Music, Continued

Appreciation (listening)

Listening quietly to records.

Responding to records with gestures, etc.

Bringing favorite records to school for others to hear.

Learning to put the records on the record player; run own listening period, or one child listening to records in free time.

Listening to quiet background music during period.

Listening to the piano, naming the song played, what it made them feel like, or what it sounded like, etc.